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ABSTRACT

Project Bilingual Spanish-to-English Career Training (BISECT), in its third and least year of funding, offered bilingual instruction, career awareness development, and supportive services to 301 Hispanic students of limited English proficiency at DeWitt Clinton High School. While all students spoke Spanish at home, their Spanish language ability and proficiency in English varied, as did their overall academic preparedness. The ultimate goal was to improve students' English language skills and to assist them in identifying career interest areas. The instructional approach was bilingual: social studies classes were taught by English-speaking teachers assisted by bilingual paraprofessionals. Supportive services included vocational guidance and academic counseling, home visits, career awareness activities, visits to educational and cultural sites, and a program newsletter. The following evaluation findings are presented for the 1984-85 academic year: (1) English as a second language objective was achieved; (2) objective was met for English reading ability; (3) objective was met for mathematics, social studies, and science; (4) objective was met for assessment of vocational interests and aptitudes and for achievement in career or vocational classes; and (5) attendance objective was met. (MW)

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DEWITT CLINTON HIGH SCHOOL

PROJECT BISECT

1984-1985

OEA Evaluation Report

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O.E.A. Evaluation Section Report

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Grant Number: G00-820-2848

DEWITT CLINTON HIGH SCHOOL

PROJECT BISECT

1984-1985

Principal:
Dr. David W. Fuchs

Director:
Ms. Ruth L. Greenblatt

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A SUMMARY OF THE REPORT

Project Bilingual Spanish-to-English Career Training (BISECT), in its third and last year of funding, continued to offer bilingual instruction, career awareness development, and supportive services to 301 Hispanic students of limited English proficiency. Sixty-nine percent of the students were foreign-born. While all program students spoke Spanish at home, their Spanish language ability and proficiency in English varied. Overall academic preparedness also varied among program students.

In addition, the program enrolled some English-proficient students as models and tutors. Sixty female students also entered the program in 1984-85, the result of Clinton's having opened its doors to females for the first time.

The ultimate project goal was to improve students' English language skills and to assist them in identifying career interest areas. The instructional approach was bilingual: social studies classes were taught in Spanish and English; mathematics and science were taught by English-speaking teachers assisted by bilingual paraprofessionals.

Title VII funds were used for administrative and support services staff. Tax-levy monies funded the program's instructional component. Paraprofessional assistance and teacher trainers were provided by Chapter I funds. Curricula were developed for programs in sports medicine and small business management. Supportive services included vocational guidance and academic counseling, home visits, career awareness activities, visits to educational and cultural sites, and a program newsletter. Staff development activities included monthly meetings, workshops, and conferences, and attendance at university courses. Parents of program students were members of the project's advisory committee and attended other project activities.

Program objectives were assessed in English language development (Criterion Referenced English Syntax Test [CREST] and the New York City Reading Test); mathematics, science, social studies, and career or vocational courses (the New York City Mathematics Test and teacher-made tests); and attendance (school and program records). Quantitative analysis of student achievement data indicates that:

--Program students participating in English as a second language (E.S.L.) classes mastered more than one CREST objective per month of instruction, thus meeting the program objective in this area.

--Gains made by non-E.S.L. students on the New York City Reading Test were statistically significant, meeting the program objective.

--At least 25 percent of the program students were enrolled in at least one mainstream content-area class each semester.

--Program students met the program objective (85 percent passing) in career and vocational subjects for the fall.

--The attendance rate of program students was significantly higher statistically than the schoolwide attendance rate.

Project BISECT's successful implementation can be attributed to the staff's competence and commitment. This is particularly evident in the program's organization, curriculum development, and parental involvement.

The following recommendations are aimed at improving the program's overall effectiveness:

--Attempting to recruit fully bilingual personnel in the areas of mathematics, science, and E.S.L. for the effective development of students' linguistic and cognitive skills.

--If funding permits, providing more individualized attention to truants and potential dropouts in an experimental GED/work program, and hiring a full-time secretary.

--Providing additional office space for the program's staff.

--Keeping the lines of communication open between the project director, the incoming bilingual assistant principal, and the overall school administration.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Eulalia Cabrera has assisted in editing and production, and has written report summaries. Patricia Fitzpatrick has spent many hours creating, correcting, and maintaining data files. Finally, Joseph Rivera has worked intensively to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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DeWitt Clinton High School
Project BISECT

Location:	100 West Mosholu Parkway South Bronx, New York 10468
Year of Operation:	1984-85, third year of Title VII funding
Target Language:	Spanish
Number of Participants:	301
Principal:	Dr. David Fuchs
Project Coordinator:	Ms. Ruth L. Greenblatt

I. OVERVIEW

This is the third and last year of Title VII funding for Project Bilingual Spanish-to-English Career Training (BISECT). The program served more than 301 Spanish-speaking students with the aim of improving their English language proficiency, increasing their career awareness, and coordinating linguistic skills training with career orientation.

There were two groups of students served by the project: those who were literate in their native language but who were of limited English proficiency (LEP), and LEP students who were also illiterate in Spanish. The first group received content-area instruction in Spanish in addition to English as a second language (E.S.L.) classes. The second group received content-area instruction in English and remedial English classes. All program students were provided with vocational guidance services, career training, and Spanish language instruction with a career orientation.

In addition, the program enrolled some English-proficient students (close to 40 percent) who served as models and tutors. A new feature of the program this year was the addition of 60 female students. Formerly an all-male school, DeWitt Clinton opened its doors to 400 females last year; this year female enrollment rose to 1,000.

In addition to taking the courses required for an academic diploma, all students at DeWitt Clinton have the option of studying for careers in mass media, health services, business/office skills, fine arts, industrial arts, music, and health education/sports careers. Project BISECT students could choose one of these career sequences.

The program was fully staffed and implemented as proposed. In addition to a part-time secretary, Title VII funds supported the following full-time positions: the project director, one resource teacher, one bilingual guidance counselor, three educational assistants, and one family assistant. The program uses paraprofessionals as problem solvers and learning facilitators in the classroom, as well as liaisons with students' homes. Both the family worker and paraprofessionals work with students, their teachers, and their families, leaving little time for clerical chores. Although there is no full-time secretary, the director feels strongly that the paraprofessionals belong in the classroom with students, where they are most needed. Consequently, the director and her assistant shoulder most of the clerical responsibilities. Virtually every class observed had a paraprofessional working with the students.

The characteristics of both the professional and paraprofessional project staff are presented in Appendix A. All personnel, except the

assistant principal and secretary, were bilingual (fluent in English and Spanish).

All BISECT staff members possess strong backgrounds and considerable experience in bilingual education. The project director and the guidance counselor have been working in bilingual education for 15 and 11 years, respectively. The social studies teacher has been teaching bilingual students for 11 years, while all seven years of the educational assistant's career have been in bilingual education. The three educational assistants and the family worker have an average of four and a half year's experience in bilingual education.

The project director was responsible for the direct supervision of the Title VII staff, and for staff development. In addition, she had executive authority in the areas of budget expenditures and modifications. The project director also assigned personnel to curriculum development tasks and evaluated their performance. She is responsible for informing the school administrators on all matters pertaining to the program.

In the third program year, one of the major problems continued to be that of obtaining qualified bilingual mathematics and science teachers, a citywide problem. A Spanish-speaking teacher was assigned to teach the bilingual math class, although he was not licensed in that area. The assistant principal indicated that the school would continue its attempt to recruit licensed bilingual science and mathematics teachers to serve LEP students.

TABLE 1

Funding of Non-Instructional Program Components

Function	Funding Source(s)	Personnel Responsible
Administration & Supervision	Title VII	Project Director
	Tax Levy	Assistant Principal
Curriculum Development	Title VII/ Tax Levy	Bilingual Social Studies Teacher
	Title VII	Project Director
	Title VII	Resource Teacher
Supportive Services	Title VII	Bil. Guid. Counselor
	Title VII	3 Ed. Assistants
	Title VII	Family Assistant
Staff Development	Title VII	Project Director
	Title VII	Bil. Guid. Counselor
Parental & Community Involvement	Title VII	Project Director
	Title VII	Bil. Guid. Counselor
	Title VII	3 Ed. Assistants
	Title VII	Family Assistant
Secretarial & Clerical Services	Title VII	Secretary
Supportive Services	Tax Levy	Bil. Health Career Guidance Counselor

II. STUDENT CHARACTERISTICS

In 1984-85, 301 Spanish-speaking students in grades nine to twelve participated in the BISECT program. Of these students, sixty were young women. According to the assistant to the director, although the sudden inclusion of female students has created some adjustment difficulties on the whole, "the girls' presence has had a positive impact." Of the total number of students, 31 percent were born in the United States. Thirty-nine percent were born in Puerto Rico, and the remaining students were from the Dominican Republic and other Caribbean and Latin American countries (see Table 2). The program is now trying to attract a Cambodian population. If successful, the new ethnic component, in combination with the long-present Hispanic group and the recently arrived female students, will carry Clinton's attempts to balance its student population yet another step forward. Overall, program students have found acceptance at Clinton and are accordingly desirous of speedy entrance into the mainstream curriculum.

Table 3 presents the number of students by age and grade. The highest percentage of program students was in the ninth grade (36 percent) and the percentages decreased as the grade level increased. Only 13 percent of the program students were in grade twelve. Half the program students were overage for their grade placement, with the highest percentage of overage students in the ninth and tenth grades.

Over half of the students (54 percent) have been in the program one year or less. Close to one-third have been in BISECT two years; the

remaining students (20 percent) have been in the program for three years. These data are presented in Table 4. Table 5 presents the program students by sex and grade. The recent decision to admit female students is apparent in the data, which show females clustered in grades nine and ten.

TABLE 2

Number and Percent of Program Students by Country of Birth

Country of Birth	Number	Percent
Puerto Rico	118	39
Dominican Republic	44	15
Ecuador	18	6
Argentina	1	less than 1
Central and South America	27	9
United States	92	31
Unknown	1	less than 1
TOTAL	301	100

- Thirty-nine percent of the program students were born in Puerto Rico.
- Thirty-one percent were born in the United States.
- Fifteen percent were born in the Dominican Republic.

TABLE 3

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
13	1	0	0	0	1
14	15	1	0	0	16
15	35	11	2	0	48
16	34	32	8	1	75
17	18	30	22	5	75
18	3	15	23	17	58
19	1	2	4	9	16
20	0	0	4	5	9
21	0	0	0	1	1
TOTAL	107	91	63	38	299
Overage Students					
Number	56	47	31	15	149
Percent	52	52	49	39	50

Note. Shaded boxes indicate expected age range for grade.

- Fifty percent of program students are overage for their grade.
- Grades nine and ten have the highest percentage of overage students (52 percent).

TABLE 4

Time Spent in the Bilingual Program[a]

(As of June 1984)

Time Spent in the Bilingual Program	Number of Students Grade 9	Grade 10	Grade 11	Grade 12	Total
1 Academic Year	101	46	13	1	161
2 Academic Years	7	39	21	12	79
3 Academic Years	0	6	29	25	60
TOTAL	108	91	63	38	300

[a]Rounded to the nearest year.

- Over half (161 or 54 percent) of the students reported have been in the program for one year.
- Seventy-nine students (26 percent) have been in the program for two years, and 60 (20 percent) have been attending for three.

TABLE 5

Number and Percent of Program Students by Sex and Grade

Grade	Number Male Students	Percent of Grade	Number Female Students	Percent of Grade	Total Number	Percent of All Students
9	81	75	27	25	108	36
10	77	85	14	15	91	30
11	56	89	7	11	63	21
12	37	97	1	3	38	13
TOTAL	251	84[a]	49	16[a]	300[b]	100

[a]Percent of program students.

[b]Grade information was missing for one male student.

- Female students are clustered in grades nine and ten.
- Male students outnumber females in all grades by at least three to one; in the twelfth grade, 97 percent of program students are male.
- The number of students generally decreases by grade. While grade nine students comprise 36 percent, grade twelve students comprise 13 percent. (This may be due to the program's mainstreaming policy).

III. FINDINGS

The evaluation findings for the 1984-85 academic year include the results of program materials and records reviewed, interviews with school personnel, observations of classrooms, and student performance on tests. In this section, findings are presented by objectives for the current year as proposed to and accepted by the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education.

ENGLISH AS A SECOND LANGUAGE AND ENGLISH READING

--Program students will have been taken to at least eight cultural activities in English to enhance their English language proficiency.

--Students participating in E.S.L. courses will master an average of one curriculum objective per month of instruction on the Criterion Referenced English Syntax Test (CREST).

--Non-E.S.L. students will demonstrate significant growth beyond expectation in English reading ability on the New York City Reading Test.

E.S.L. offerings consisted of four classes per semester of beginning, intermediate, advanced, and transitional levels. Three of the courses met five periods weekly, and one course met in double periods. The average register was 23. The New York State Core Curriculum for E.S.L. in the Secondary Schools was the primary source used and was supplemented by vocational readings on topics such as "applying for a job," and "vocational opportunities in high school," among others. The integration of materials focusing on career topics served as a reinforcement of the core courses in the career training component.

The evaluation team observed one E.S.L. class, one bilingual social studies class, and one biology class. In the E.S.L. class, thirteen students were present; the aim of the lesson was using vocabulary words in context and putting events in sequence. Students were actively engaged throughout, and the lesson was conducted entirely in English.

Student Achievement in E.S.L.

The assessment instrument used for measuring the attainment of English language skills was the Criterion Referenced English Syntax Test (CREST). The CREST was developed by the New York City Public Schools to measure mastery of instructional objectives of the E.S.L. curriculum. There are four items for each objective, and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (1), intermediate (2), and advanced (3). The maximum score on Levels 1 and 2 is 25, while the maximum score on Level 3 is 15.

Mean differences between pretest and posttest are computed to represent the gain score, and an index which represents the number of objectives mastered per month is computed by dividing the gain score by the actual months of instruction. Extensive information on CREST objectives and psychometric properties are in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test.*

*Board of Education of the City of New York, Division of High Schools, 1978.

The CREST was given at the beginning and end of both the fall and spring semesters to program students enrolled in E.S.L. classes. Table 6 presents the test results for students who were pretested and post-tested with the same test level during each semester.

Data were available for 77 of the 95 students (81 percent) taking E.S.L. in the fall semester and for 67 of 78 students (86 percent) in the spring semester. Examination of Table 6 reveals that, in the fall, students mastered an average of approximately 1.2 CREST objectives per month. The rate of mastery for students who were tested in the spring was approximately 1.5 CREST objectives per month. The rates of mastery for students tested on Level III was approximately 0.8 objective per month. Overall, the program objective was achieved both semesters by students in E.S.L. classes.

TABLE 6

Results on the Criterion Referenced English Syntax Test

Test Level	Number of Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Mastery Mean	Mastery S.D.	Mean Mastery Per Month
				Fall				
1	32	10.9	5.8	17.1	5.1	6.2	3.5	2.2
2	24	13.4	8.0	17.0	6.4	3.6	2.5	1.3
3	21	10.7	3.1	12.5	2.3	1.6	1.4	0.6
TOTAL	77	11.6	6.1	15.8	5.1	4.2	3.3	1.5
				Spring				
1	31	14.5	6.5	19.9	9.6	5.4	5.8	2.0
2	14	12.6	6.4	16.6	5.1	4.0	3.2	1.4
3	22	9.3	2.5	11.6	1.8	2.3	1.7	0.8
TOTAL	67	12.4	5.9	16.5	7.8	4.1	4.5	1.5

- Overall, the program objective was met both semesters; students mastered 1.2 CREST objectives per month in the fall and 1.5 CREST objectives per month in the spring.
- The number of students for whom complete CREST data were reported declined from fall to spring.

Improvement in English Reading Ability

--Non-E.S.L. students will demonstrate significant growth beyond expectation in English reading ability as measured by the New York City Reading Test.

The instrument used to measure the achievement made by non-E.S.L. students was the New York City Reading Test administered in October and again in May. The pretest and posttest raw scores were converted to Normal Curve Equivalent (N.C.E.) scores, which are normalized standard scores. They have the advantage of forming an equal interval scale so that scores and gains can be averaged. For the norming population, N.C.E.s have a mean of 50, a standard deviation of approximately 20, and a range from 1 to 99. Thus scores can be compared to the norming population. Because N.C.E.s are based on the norm group's scores, students must gain at the same rate as the norm group to stay at the same N.C.E. Therefore, an N.C.E. gain, no matter how small, indicates improvement greater than that of the norm group, and a gain of 7 N.C.E. points has been considered exemplary in Chapter I programs.

Statistical significance was determined through the application of the correlated t-test model to demonstrate whether the difference between pretest and posttest mean scores is larger than would be expected by chance variation alone.

Normal Curve Equivalent score means and standard devations are presented in Table 7. Data for both tests were available for 55 mainstreamed students.

There was a significant difference ($p<.01$) between pre- and posttest N.C.E. scores. Gains ranged from 16.5 N.C.E. points for tenth graders to 28.8 N.C.E. points for eleventh graders. Overall, the program objective was met.

TABLE 7

English Reading Achievement

Significance on Mean N.C.E. Score Differences Between Initial and Final Test Scores of Program Students on the New York City Reading Test (P.S.E.N.), by Grade

Grade	Number of Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Gain Mean	Gain S.D.	Proportion Making Gains
9	15	29.6	11.7	55.7	22.6	26.1**	22.7	93.0
10	20	37.5	11.8	54.0	19.3	16.5**	19.5	85.0
11	12	33.2	11.1	62.0	20.3	28.8**	17.7	90.0
12	8	35.4	9.7	61.9	20.2	26.5**	19.8	100.0

*statistically significant at the .05 level.
**statistically significant at the .01 level.

- Complete pretest and posttest data were available for 55 non-E.S.L. students.
- Change between pretest and posttest was statistically significant for all grades.
- A change for 7 N.C.E. points is considered exemplary. The observed change in N.C.E. points ranged from 16.5 to 28.8.
- The proportion of students making gains was also very high.

CONTENT-AREA SUBJECTS

--At least 25 percent of participating students will be programmed for one or more English instruction major subject classes (social studies, science, or mathematics).

Academic courses offered to project students included five sections of bilingual social studies, in which Spanish was used 75 percent of the time during the fall semester. In the spring, two sections were taught in English 75 percent of the time. Finally, three courses in fundamentals of math were offered to LEP students with Spanish being used 25 percent of the time. Three courses on math skills in preparation for the Regents Competency Test were given in both semesters, with English being used 75 percent of the time. These content-area courses had an average class register of 32 students.

All program students taking math and science courses were exposed to a considerable amount of English, since there were no licensed bilingual mathematics or science teachers available at the school. A teacher of Spanish was assigned to teach a mathematics class. The mathematics and science classes visited were conducted mostly in English with the aid of bilingual educational assistants. The evaluation team found that most of the students were participating in the three classes observed.

Student Enrollment in Mainstream Courses

The program proposed that at least 25 percent of participating students would be programmed for one or more English instruction major subject areas (social studies, science, or mathematics). Table 8 presents the numbers of students reported as enrolled in content-area courses taught in English, by semester. Mathematics was taken in

English by 57 percent of the students during the fall and by 67 percent during the spring; thus, far exceeding the objective. In addition, many students took social studies and science in English, so that many students took at least two mainstream classes. The program objective was thus met.

TABLE 8

Number of Program Students Enrolled in Mainstream Courses

Course	Number of Students	Percent of All Program Students
	Fall	
Mathematics	171	56.8
Science	116	38.5
Social Studies	136	45.2
	Spring	
Mathematics	202	67.1
Science	144	47.8
Social Studies	159	52.8

- More students were enrolled in mainstream mathematics courses than in social studies or science.
- The number of students enrolled in mainstream area courses increased from fall to spring.

CAREER COURSES

--By June, at least 60 percent of the participating students will have been tested for vocational interests and/or aptitudes and 45 percent will have been given lists of appropriate academic and vocational subjects offered at Clinton.

--Participating students will be taken on at least six trips to representative places of work to aid in the development of their vocational interests.

--Eighty-five percent of the students enrolled in career or vocational classes will pass them.

Appendix B includes a list of career courses available to BISECT students at DeWitt Clinton High School. However, it is unclear to the evaluation team from the data provided, as to how many project students were enrolled in each sequence. In addition, 80 percent of the students visited work sites in order to test the accuracy of their career tendency profiles through exposure to different jobs.

According to the program director, 48 of the students have been administered the Differential Aptitude Tests (form V, The Psychological Corporation) and 146 have taken the Job-O (CFKR Career Materials, Inc.), in Spanish or English. In addition, all students received a multi-page memorandum listing the career courses available at and outside the school. These include TOLLEPS (Training in Occupations and Language for Limited English Proficiency Students) training courses and career courses available at high schools in the Bronx and Manhattan during the summer of 1985. Thus, the first career objective above was met.

To meet the second career objective, the careers program initiated a multi-faceted approach to career education including speaker presentations and trips to such diverse places as a doctor's office, a Bronx wholesale market, the New York Stock Exchange, and an Aeronautics Academy. Students were given the opportunity to speak to professionals in such health services careers as nursing, dentistry, and radiology. They also spoke to carpenters, designers, artists, word processing personnel, and computer programmers. Other careers discussed included advertising (technology and entry level jobs) and positions in the legal field. Jobs in the New York City Police Department, the United States Army, and the United States Post Office were also explored.

Student Achievement in Career or Vocational Classes

The program proposed that 85 percent of program students enrolled in career or vocational classes would pass them. Table 9 presents the numbers of students enrolled in vocational and career classes and the percent passing teacher-made tests. Overall, the program objective was met; passing rates were 91 percent in the fall and almost 80 percent in the spring. Although the goal was not met in the spring, students achieved a reasonably high passing rate (80 percent).

TABLE 9

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Career and Vocational Subjects

	Fall		Spring		
Content Area	Number of Students	Percent Passing	Number of Students	Percent Passing	Overall Passing Rate
Career and Vocational Courses[a]	88	90.9	78	79.5	85.5

[a]Including typing, office machines, clerical record keeping, auto mechanics, woodshop, metal shop, drafting, vocational experience, health careers and vocational electives.

•Overall, the program objective was met.

ATTENDANCE

--The attendance of bilingual students will surpass that of the school as a whole during the academic year.

The program served a number of students who were truant and potential dropouts, and were in great need of individual attention. In a special effort to deal with potential dropouts, the program conducted a bilingual student retention drive. This included developing awareness in students of job availability, a direct outgrowth of BISECT's career counseling and exploration process. In addition, the bilingual family worker, the director, the resource specialist, and the guidance counselor made calls and home visits.

However, in spite of the program's efforts, there is still need for a counselor to handle the most demanding cases in order to deal effectively with several truancy and personal problems. The career counselor is deeply concerned about the students, but is handling too many other matters to be able to provide personal counseling.

The program proposed that the attendance of bilingual students would surpass that of the school as a whole. Statistical significance between program and school attendance was determined through the application of a z-test for the significance of a proportion.* This procedure tests whether the difference between one proportion (the program's attendance) and a standard proportion (the school's attendance) is greater than what can be expected by chance variation.

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*Bruning, James L. and Kintz, B.L. Computational Handbook of Statistics, 1968, p. 197.

The attendance rate of program students was 88.22 percent, approximately 14 percentage points above the schoolwide attendance rate (74.25 percent). A z-test ($z = 5.54$) for the significance of a proportion indicated that the difference in attendance rates was statistically significant ($p.<.01$). Thus, the program objective was met.

STAFF DEVELOPMENT

--Any program staff member who so desires will receive funds for up to twelve semester hours of courses at a local university.

Three members of the Project BISECT staff took a total of 29 semester hours at local institutions of higher education during the academic year in such courses as teacher assessment and supervision, Spanish drama and poetry, fundamentals of economics, and psychology.

In addition, members of the project staff attended a wide variety of program-related meetings including monthly workshops on counseling bilingual students, career guidance, and on encouraging parent involvement. The project director and guidance counselor attended workshops at Teachers College and at Taft and Lehman High Schools, and the project director attended the 14th Annual International Conference of the National Association for Bilingual Education.

CURRICULUM DEVELOPMENT

--Two bilingual curricula will be developed in vocational areas: one in an aspect of office skills and another in an aspect of health careers.

At the time of the evaluation, a curriculum for a program in sports medicine and a second one in bilingual business careers were developed and implemented. The sports medicine curriculum consisted of ten units including anatomy and physiology (the skeletal, muscular, cardio-vascular,

and respiratory systems), treatment of athlete injuries, therapies, identification and classification of sports injuries, recognizing critical signs, transportation of injured athletes, and diet and health. The curriculum also included an extensive bilingual glossary of terminology in sports medicine. This year a new grant proposal emphasizing computer education is being drafted to ensure the program's continuation.

PARENTAL INVOLVEMENT

--Parents of participating students will be contacted by telephone or mail, or will be visited by the family assistant at least twice each semester regarding the children's progress. This will be in addition to three report cards each semester.

--The Advisory Committee will hold at least nine meetings during academic year.

--At least twelve English language workshops will be held for parents of participaaing students.

The program conducted many activities to meet its parental involvement objectives. Parents were invited to attend regular "open house" meetings with the director, guidance counselor, the resource teacher, and the family assistant. In addition, the family assistant made phone calls regularly to the parents of all participating students. Two school orientation sessions for parents were also held, and there was one major meeting for parents on the bilingual retention drive. Ten monthly meetings of the Advisory Committee were held during the year in the bilingual office, followed by an additional hour of discussion held with the principal.

The guidance counselor conducted 12 English language workshops for parents, of whom four to eight attended each session. The guidance counselor also conducted a special group of four two-hour guidance

workshops for parents. Topics included parenting techniques, services provided by school personnel, summer jobs, new programs for students, alternative schools and programs, and parental involvement in the Title VII program and the school.

DISSEMINATION

--At least one newsletter describing program activities will be issued.

A newsletter, "Caracter y Carreras," was published at the end of the academic year in June. It contained articles by students in Spanish and English describing field trips, reports on talks given by visiting career specialists, poetry, a movie review, a list of graduating students and their future plans, as well as pictures of program students and staff.

Through daily contact, program staff members have been able to improve mainstream teacher atttitudes towards the bilingual students and help them to understand these students' strengths and difficulties.

NATIVE LANGUAGE ARTS INSTRUCTION

Although not a specific project objective, seven levels of native language arts instruction were offered to project students during the academic year. Three levels were exclusively for project students (two, four, and six). All native language courses were offered by the foreign language department five periods a week and had an average register of 30 students.

IV. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Project BISECT appeared to be a thriving, vibrant program. The bilingual office at DeWitt Clinton was extremely active. It was clear to the evaluation team that students felt comfortable there, and often dropped in just to spend some time with the staff or to say "hello" between classes.

However, in marked contrast to the spacious school environment, the program's office space has been reduced to one small room crowded with office furniture. The partitioned areas for the director and career counselor do not allow for privacy to provide program services. Despite the patience of the staff and students, these crowded quarters are uncomfortable and inadequate for program staff and students.

The students observed in classes seemed to be working very seriously. They were attentive and appeared to be interested in learning the material presented. In the classes conducted by non-bilingual teachers, students did not hesitate to call on the bilingual educational assistant to help them with unfamiliar material or to ask questions. Students seemed to be functioning at levels appropriate to their abilities. Program objectives were met in English language development by students in E.S.L. classes, in career and vocational subjects, and in attendance. Non-E.S.L. students showed strong gains on the New York City Reading Test, surpassing the objective. The program was also successful in meeting its mainstreaming, staff development, parental involvement, and dissemination goals.

In addition, 21 program students will be entering college in the fall; two students received awards at graduation, and 47 received certificates as "most improved." Two students had secured jobs upon graduation, and one student had signed up with a major league baseball team. A total of 180 students were scheduled to be mainstreamed in the fall.

RECOMMENDATIONS

The following recommendations are aimed at improving the overall effectiveness of the program:

1. The school and program administrations should continue their efforts to recruit licensed E.S.L. and bilingual mathematics and science teachers for the program. Despite the effectiveness of instruction in classes observed in mathematics and science, the few students who needed the assistance of the paraprofessional aide would probably have fared better with bilingual teachers. (It must be said that the other students seemed to function well enough in English to deal with the concepts being taught.)

2. If funding permits, consideration should be given to truants and potential dropouts by trying an experimental program for this group consisting of GED night classes along with day jobs. They need more individual attention, which might be provided by a specially selected guidance counselor or experienced teacher who would work with them more intensively.

3. The school and program administrations should continue their effort to provide more space for office work, private counseling, tutoring and testing.

4. Efforts at improved communication between the project director and other school administrators should continue.

5. If funding permits, consideration should be given to hiring a full-time secretary to relieve the project director and the guidance counselor's clerical load.

V. APPENDICES

APPENDIX A

Staff Characteristics: Professional and Paraprofessional Staffs

Function	% Time Spent in Each Function	Appt. to Each Function	Education (Degrees)	Certification	License(s)	Total Years Experience Education	Years Experience Bilingual	Years Experience E.S.L.
Project Director	100	9/78	M.A. Science (Biology) Education M.S. Counselor Education 36 credits Adm. & Superv.	NYS NYS NYS	Teacher (H.S.) Biology Bil. Guidance Counselor (H.S.)	27	15	-
Guidance Counselor	100	11/82	M.A. Sociology M.A. Spanish	NYS	Bilingual Guidance (Elem. & H.S.) Counselor	17	11	-
Resource Teacher	100	9/79	M.A. Spanish Literature Credits in Counseling	NYS	Teacher (HS) Spanish Common Branches, School & Community Relations	10	5	-
Educational Para.	100	9/78						
Educational Para.	100	3/83	None	None		3 1/2	1	-
Educational Para.	100	3/83						

APPENDIX A (continued)

Staff Characteristics: Professional and Paraprofessional Staffs

Function	% Time Spent in Each Function	Appt. to Each Function	Education (Degrees)	Certification	License(s)	Total Years Experience Education	Years Experience Bilingual	Years Experience E.S.L.
Family Assistant	100	10/80		N/A	N/A	1	4	9 1/2
Bilingual Social Studies Teacher	40	9/75	B.A. Government M.A. Spanish	NYS	Bil. (Sp.). Social Studies	16	11	1
Spanish Teacher Bil. Math. Teacher	100 100	9/83 2/84	B.S. Spanish/M.A. Education P.D. Administration & Superv.	NYS	Teacher (H.S.) Spanish Teacher (H.S.) Math	15	8	-
Spanish Teacher	100	9/83	B.S. Criminal Justice M.S. Bilingual Education Adv. Certif.-Admin. & Superv.	NYS	Teacher (H.S.) Spanish	10 (public ed.)	10	24
Spanish Teacher	100	3/84	M.A. Spanish Literature	NYS	Teacher - Spanish (H.S.)	4	-	-
Teacher	50	2/75	M.A.		Bilingual Soc. Stud. D.H.S.	9	9	2
English Teacher		9/70	B.S. Speech Education	NYS	E.S.L.	23	-	23

DeWitt Clinton High School
Dr. David Fuchs, Principal

Bilingual Spanish-to-English Training For Careers
Ruth L. Greenblatt, Program Director

TO STUDENTS

FROM John Paul Casaubon, Bilingual Careers Counselor

RE LIST OF CAREER COURSES AVAILABLE (1) AT CLINTON
1984-1985 (2) OUTSIDE CLINTON

NAME OF STUDENT: _____ SECT: _____

CAREER COURSES AVAILABLE TO STUDENTS AT CLINTON

I - CAREERS FOR SPANISH SPEAKING

LNRC - Spanish Native Reading For Careers
Criteria: 1) must speak Spanish
2) be unable to read/write Spanish
3) should be 2 years below grade level in English reading
4) satisfies 1 year foreign lang. requirement

II - Mass Media Careers

A. Career Communication (KCCI)
B. Mass Media Course (KMMI)
C. Film (EFLM) - Eligibility: juniors and seniors
D. Sports Literature (ERSP) - Eligibility: juniors and seniors
E. Journalism - Eligibility: grade of 80 or better
F. Audio Workshops (KASH)
G. Theatre Workshop (KDSH)
H. Dramatic Interpretation
I. Photography (PPSH)

III- BIOLOGY - HEALTH SERVICES

A. Health Service Skills - A special program organized in coordination with Montefiore Hospital and North Central Bronx Hospital will train students in the health field and pay them a part-time salary while working after school at these hospitals.
See Ms. G. Maclin, Room 249
B. Introduction to Health Careers (BIHC)
C. Health Services (BHS1, 2, 3, 4, 5)- Eligibility: juniors and seniors with 1 year biology
D. Animal Care and Pet Grooming (BAC1, BAC2)
E. Horticulture (BHT1, BHT2)

CAREER COURSES AVAILABLE TO STUDENTS AT CLINTON (continued)

IV - BUSINESS / OFFICE SKILLS

A. Typing 1 & 2 (CRT1, CRT2, CRT3, CRT4)
B. Record Keeping 1, 2, 3, 4 (CBP1, CBP2, CBP3, CBP4)
C. Bookkeeping 1, 2, 3, 4
D. Business Machines
E. Business Dynamics -learning mechanical skills leading to cpmputer course
F. Computer Literacy (CLC1) - Hands on experience for BASIC programming language

V - FINE ARTS

A. Fine Art 1 & 2 (AFA1, AFAA)
B. Oil Paiting 1 & 2 (AOP1, AOPA)
C. Cartooning & Sketching 1 & 2 (ACT1, ACTA)
D. Mechanical Drawing 1 & 2 (AMDZ, AMDA)
E. Ceramics 1 & 2 (ACEA)
F. Studio Art 1 & 2 (ASA1, ASAA)

VI - INDUSTRIAL ARTS

A. Wood Arts 1 & 2 (AIW1, AIWA)
B. Metal Arts 1 & 2 (AIM1, AIMA)
C. Automotive Mechanics 1 & 2 (AIA1, AIAA)

VII - MUSIC

A. Music 1 Z (UM11) - Basic music course
B. Piano 1 (UP11)
C. Advanced Piano (UPA1)
D. Guitar One (UGT1)
E. Advanced Guitar (UGTA)
F. Instrumental Instructional 1 & 2 - Woodwind (UIWW)
G. Instrumental Instructional 1 & 2 - Brass (UIBR)
H. Concert Band (UCB1)
I. Chorus (UCRS)

VIII - HEALTH EDUCATION - SPORTS CAREERS

A. Physical Fitness Class (GPF1) - daily workout, calisthenics, jogging, weight-lifting
B. Gymnastics
C. Swimming
D. Football
E. Soccer
F. Basketball
G. Baseball
H. Track
I. Wrestling
J. Weight-lifting

LX - JUNIOR AIR FORCE ROTC

Course covers Aerospace Technology (AMS1, AMS2, AMS3, AMS4)

OUTSIDE CAREER COURSES AVAILABLE TO CLINTON STUDENTS

CAREER COURSES FOR 1984 - 1985 SCHOOL YEAR (BRAVO/SHARED INSTRUCTION)

	Class	Time
Louis D. Brandeis H.S. 145 W. 84th Street New York, N. Y. 10024 Mr. Michael Weber 799-0300	Advanced Placement American History Advanced Placement Biology	1:45-2:26
Murray Bergtraum H.S. 411 Pearl Street New York, N. Y. 10038 Mr. StanMintz 964-9610	BASIC/ Computer Programming	T.B.A.
Stuyvesant H.S. 345 E. 15th Street New York, N. Y. 10003 Mr. Richard Plass 673-9030	Vertebrate Anatomy Anatomy & Physiology Medical Ethics Genetics	2:15-2:54
Julia Richmond H.S. 317 E. 67th Street New York, N. Y. 10021 879-6866	Performing Arts Seminar	Tuesdays 3:00-6:00
Martin Luther King H.S. 122 Amsterdam Avenue New York, N. Y. 10023 Mr. WilliamMa Mr. Bert Jeffrey 874-1202	Advanced Placement- Calculus Home Maintenance & Repair	8:25-9:05 T.B.A.
Manhattan Vocational H.S. 320 E. 98th Street New York, N. Y. 10028 Mr. Joe Battiato 369-0700	Rotational Courses Woodworking Refrigeration Mechanical Drafting Metal Shop	T.B.A.
Park West H.S. 525 W. 50th Street New York, N. Y. 10019 Mr. Norman Kusnitz 586-7708	Culinary Arts Baking: Muffins, Cookies, Cakes Cooking	2:00-4:00 T.B.A.

CAREER COURSES FOR 1984- 1985 SCHOOL YEAR

	Class	Time
Art & Design H.S. 1075 Second Avenue New York, N. Y. 10022 Ms. Susanne Osterweil	Art Careers Adv. Graphic Design Cartooning & Animation Architecture General Illustration Fashion Illustration Illustration Comm. Photography Package Design Interior Design Theatre Arts Silk Screen Industrial Design	 8:30 - 9:53 8:30 - 9:53 8:30 - 9:53
	Commercial Art Drafting Life Drawing Photography Printmaking Color Media Design	 1:53 - 3:13
Norman Thomas H.S. 111 East 33rd Street New York, N. Y. 10016 Mr. Murray Schwab 532-8910	Marketing Word Processing/Typing Computer Programming RPG II/Keypunch COBOL/Keypunch Computer Literacy	2:20 - 3:40 2:20 - 3:40 2:20 - 3:40 2:20 - 3:40 2:20 - 3:40

OUTSIDE CAREER COURSES AVAILABLE TO CLINTON STUDENTS

SUMMER COURSES: JULY 2, 1984 - AUGUST 2, 1984

BRONX — Carol Poll, Coordinator

Herbert H. Lehman H.S. 3000 E. Tremont Ave. Bronx, N. Y. 10461 824-0500	C. Colasanto Monday - Friday 9:00 A.M.-1:00 P.M.	Auto Repair Keyboarding Electronics Photography/ Printing
Morris H.S. 166th. St. & Boston Rd. Bronx, N. Y. 10456 542-3700	D. Fromm Monday - Friday 9:00 A.M. - 1:00 P.M.	Accounting Computers Keyboarding Business Machines Office Training *Keyboarding/ Office Skills

MANHATTAN — Malcolm Gordon, Coordinator

Norman Thomas H.S. 111 E. 33rd Street New York, N. Y. 10016 532-8910	Stanley Lustgarten Monday-Friday	Keyboarding (Beg/Adv) Computer Programming Key Punch *Keyboarding (Office Skills)
Park West H.S. 525 West 50th Street New York, N. Y. 10019 586-7392 or 247-2650	Jeffrey Zerowin Monday - Friday 9:00 A.M. - 1:00 P.M.	Catering/Cooking Entrepreneurship Restaurant/Cooking *Computers (Tentative)
School of Visual Arts 209 E. 23rd Street New York, N. Y. 10010 373-6400 or 679-7350	Ivan Rubin Monday - Friday 9:00 A.M. - 1:00 P.M.	Animation Filmaking Basic Photography Commercial Photography Fashion Design Illustration Design

* TOLLEPS Training: Training in Occupations and Language for Limited English Proficiency Students.
Florence Jackson: 624-7577

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